Structured Small Group Program/ EDUC 512

Anger Management

**Component #1**

1) Student identifies two existing data sources and one other approach for assessing student needs and describes how these data sources will be analyzed in order to identify needs and gaps in achievement.

2) Student develops one overarching goal for the group program based on identified need; the goal aligns with the academic mission of schools.

3) Student develops **two** measurable objectives for session #1 of the structured group program that supports the established goal (**one** school counseling content and **one** mathematics content).

4) Student develops **two** measurable objectives for session #2 of the structured group program that supports the established goal (**one** school counseling content and **one** language arts content).

5) Student briefly describes the importance of data-driven, needs-based programming that clearly aligns professional school counseling with the mission of schools.

The purpose of this Anger Management Group titled “Cool Off” is to encourage and educate elementary students in grades 3-4, of mixed gender, to recognize anger within themselves, to control it in a positive way and to use effective coping skills when faced with a situation that could result with an inappropriate angry response. This group will use Cognitive Behavioral Therapy and also Rational Emotive Therapy to help students become more aware of what they are doing and how they are reacting to situations. The students will achieve and accomplish their goals by using role playing, dialogue/discussion within the group, worksheets and anger awareness related activities. The group will consist of no more than 4 students and a pre/post-test will be given at the beginning and end of the group for data and feedback to ensure the measurable goals have been achieved successfully. The group leader will also visually observe each group lesson to make sure the students' are meeting the set goals.

Referrals have been received from teachers and principals that have direct contact with the student. The teacher referrals show an increase of 30% of discipline problems due to anger issues for the past 2 months. This referral form also lists other reasons that students' should attend this group. The teachers and staff also have access to the school incidence computer reporting system that lists each individual infraction, what time it occurred and where it took place. The school incidence database report shows a 25% increase in behavior problems of hitting and arguing in the hallway in between rotation classes. Students were referred if they received 4 or more disciplinary infractions over the course of one week. This data will also be used as a measure in the beginning and the end of the group for each participant. Additionally, principal referrals were also accepted and parent surveys were received. The parents that completed surveys reported that their greatest concern at this time is academic related problems. The parents reported on the survey that their child is achieving less that 75% in 2 or more classes. The participants in the group are going to be based on history of disciplinary infractions, academic underachievement due to discipline problems and inability to get along with others. The desired outcome is to have a better overall attitude, have a better control of emotions, have a decrease in disciplinary infractions, attain higher grades and gain the desire to problem solve more competently. Teachers and other staff will observe the student and report on these outcomes. The student pre/post-tests and teacher input will be used primarily for outcome measures.

One objective for group members is to have a reduction of 50% or more in current disciplinary infractions. The group member will have at least 4 positive interactions with peers per week. This will involve the students to journal any positive interactions for a period of 2 weeks. Also, the group member will bring any grade of "F" up to a passing grade percentage. The student will keep a chart/grid listing each class and the grades received for the next 3 weeks and they will figure out their current grade percentage. The group member will have a good attitude while completing his/her classwork at least 4 days per week. The mission statement of Hickory Creek Elementary is to educate the students for excellence in a safe and accepting environment (Hickory Creek Elementary School, 2012). The need of this group is clearly in alignment with the schools mission statement. The school wants to provide a safe environment for each student and also provide acceptance. If there are a lot of angry outbursts at school then safety could be in jeopardy. Also, an angry student that is in trouble often may not be accepted by the school or other students. If a student is failing classes, arguing and fighting with peers that student is not going to have a positive school experience. The other students and teachers will not have a healthy, positive learning environment either. According to Education World (2011), “Nothing is more disruptive to an effective learning environment than a frustrated, angry, or aggressive student. A single student whose emotions are out of control can sabotage the learning of an entire classroom of students” (para.1). This group will be a closed group that will meet for 6 weeks. Each session will be held on Wednesday from 11:00 to 11:30 during physical education for 6 weeks. The group will be held in the school counseling office.

**Component # 2**

1) Student provides step-by-step process and activities to be covered in session #1 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, *Professional School Counseling*. Cite/attach handouts to be used.

2) Student provides step-by-step process and activities to be covered in session #2 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, *Professional School Counseling*. Cite/attach handouts to be used.

3) Student identifies ASCA Standards and core academic standards covered in Session #1 and Session #2.

4) Student discusses the importance of supporting theoretical orientations and techniques in school counseling prevention and intervention programs.

The first session will begin with introductions of each member. Once this has been completed the participants will complete a pre-test that will be used for data gathering and outcome measures. The leader will outline the rules and confidentiality and discuss the nature of the group. The topic of anger will be discussed and explored. The exploring will open the conversation of what anger is, what it looks like to be angry and how to recognize it within ourselves. The group will listen to a short story and the leader will have a red balloon and each time something makes the character in the story angry the leader will put a little bit of air into the balloon. Then the group members will have the opportunity to tell what some ways the character could calm himself down and the leader will let out a little air with each suggestion. We will discuss what would happen if more air kept going into the balloon. This would open the conversation to how the group handles anger and how we look like the red balloon when we get angry and mad. The group will receive a worksheet that is titled "What Do I Look Like When I Am Angry? What Can I Do About It?" This worksheet will give the members the opportunity to see that when we get angry it affects the entire body. The group will also complete an anger survey and also a sheet titled "Losing Your Temper." The group will learn about anger in session 1 and how to recognize it. According to Rice, Kang, Weaver and Howell (2008), "High trait anger and stress, ineffective patterns of anger expression, and coping are risk factors for the development of disease and negative social behaviors in children and adults" (p. 150). This journal coincides with the group since we will be discussing the effects of anger on the body and also how it negatively affects relationships. The Rational Emotive Behavior Therapy is effective for groups since the techniques can help the problem not only in a school setting but the member can also take the skills learned into their personal relationships and their home life outside of school (Corey, 2012, p. 395).

Group Session 2 will begin by having discussion regarding their past week and any issues. The group will hear a short story and we will discuss it. Then there will be role playing for situations that could cause anger. Next, they will get a worksheet titled, "Select an Appropriate Way to Express Your Feelings!!" The discussion will turn to how to solve the problem not attack the person. We will have open discussion about how to recognize when they are getting angry. We will discuss some techniques they can use to calm their bodies down when they get angry. Then the group will think of an incident that made them very angry and they will discuss what they did to help the situation. The group session today will mainly involve recognizing anger, practicing how to handle the anger and what they can do to calm down and diffuse the situation. According to Flanagan, Allen and Henry (2010), "Learning a strategy that could enable one to move beyond errors and prior difficulties seems a logical choice for improved anger management"(p. 90).

One of the goals of the group is to teach the group members a technique or strategy so they will hopefully react to a trigger in a positive way. Based on Corey (2012), "Cognitive behavioral techniques are action oriented; members are expected to take an active role with tasks, not just reflect passively and talk about their problems" (p. 350). The anger management group follows this theory. There will be role playing and the group members will be active participants to get out of it what they need to get. Thomas (2001) adds, “Clients best learn to express their angry feelings when others are available to support, empathize, provide feedback, and role-play problematic conflicts in encounters. Behavioral practice in the safety of a group gives clients greater confidence that they can enact new anger behaviors in real-world situations” (p. 43). This group will also have discussions but everyone will be involved and solutions and changes will be discussed with each member.

**ASCA Standards:**

A:A1 Improve Academic Self Concept

A:A3 Achieve School Success

A:B1 Improve Learning

A:B2 Plan to Achieve Goals

A:C1 Relate School To Life Experiences

PS:A1 Acquire Self Knowledge

PS:A2 Acquire Interpersonal Skills

PS:B1 Self-knowledge Application

PS:C1 Acquire Safety Skills (The ASCA National Model, 2005, p. 102-107)

**Core State Academic Standards:**

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (Common Core State Standards Initiative, 2012).

It is very important to use theories and techniques in school counseling prevention and intervention programs. Most theories have been researched greatly and the techniques that go with them have as well. It is a good idea to use these resources so the counselor will know that what he/she is doing has research to back up the claim that it is effective and works. The main thing for a counselor to do is know which techniques work for what type of issues and also what theory will work in which setting. I think it would help a counselor feel much more lead and confident in the profession and have a stronger feeling of success if they use some of the theories and techniques. It seems that it would be very stressful for a counselor that does not use them since the professional would just be using whatever they could pick up. The theories and techniques have data and research behind them.

**Component #3**

1) Student identifies ethical and legal considerations in group work with minors in the schools and those specific to this group program.

2) Student creates a signed consent form to be distributed to parents of students prior to participation in group counseling to include limits to confidentiality in group work (attach as a supplemental form in LiveText for this section).

3) Student identifies how the group program is culturally sensitive, describes how issues of conflict, bias, prejudice, oppression, and discrimination are to be addressed during group, and identifies strategies included in the group program that promote a positive, caring, and safe learning group environments.

4) Student discusses the importance of carefully considering issues related to ethics, legal, professional, and cultural significance in the group process from making group opportunities available and member selection to group termination.

In regards to legal and ethical issues in a group with minors and also this group it is very important to allow a student to have autonomy. This allows the student to make his or her own decisions and there is a need to ensure the goals that have been set are achievable in the limited number of group sessions. Beneficence is very important to a group because it promotes doing what is in the best interest of the group members and also respecting any cultural differences. It is also important to use fidelity in a group. The members need to know they can trust the leader and other group members. And finally justice is vital since everyone needs to feel they have been treated fairly. Since each student is different the leader must do what is best for each student individually (Erford, 2010, p. 25). It is the group leaders’ responsibility to make sure the group is being conducted ethically and following rules set forth. Confidentiality must be addressed and followed in its entirety during the group and also parental consent is needed. These are all things that should be in place to protect the school, group leader and also the participants.

The article by Schellenberg and Grothaus (2009) stated, "Teachers are more successful with diverse learners when they have high levels of awareness and understanding about the cultural factors that influence academic achievement" (p. 443). Teachers have to take a students' diversity into consideration while teaching and recognize it. It is very important to be open about any culturally sensitive issues in the group process. Acting as if cultural difference is not present could only make it worse and cause more of a tension for the group and members. It is important to take each individual into consideration when beginning a group and selecting members and also throughout the group process. It is the leaders’ responsibility for the members to be in a safe, welcoming and accepting environment. The leader can also provide validation for the members. It is important for the leader to educate the students on certain issues if needed and also help the marginalized and oppressed to feel included and welcome. Erford (2010) stated, "The culturally competent group leader recognizes that building awareness, providing support, and modeling must include potential needs of the marginalized students” (p. 40). Recognizing what is going on in the group is extremely important to have a successful group. Erford (2010) goes on to say, "For example, a leader working with a group of African American students of any age on academic achievement can help the members discover growth-engendering strategies that promote school success” (p. 41).

It is very important to consider the individual members background and culture when beginning a group. Screening is very important in the group selection process. If a potential group member cannot get past, for example the hatred of women, then the leader would need to look at this case and decide if the potential member will benefit in a group with women and if the women will benefit as well. Maybe this individual should be worked with individually. It is also very important for the group leader to prepare the group for the termination session before it happens. Some group members that have trouble with change or letting go will need to be prepared that the group will be coming to an end a few sessions prior to the final meeting. It is also of great importance to wrap up any loose ends before that final session. As I stated earlier, a leader should not list goals that cannot be dealt with during the length of the group.

**Component #4**

1) Student creates a pre-post measure for session #1 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).

2) Student creates a pre-post measure for session #2 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).

3) Student briefly describes the importance of program evaluation and outcome-driven programming in professional school counseling

**Pre-Post Measure for Session #1**

1. How many times per week do you lose your temper/get angry? A) none B) 1 time C) 2 times D) 3 or more times

2. How many classroom disruptions have you had this week? A) 0 B) 1 C) 2 D) 3 +

**Pre-Post Measure Session #2**

1. How many times have you been sent to the principal this past week? A) none B) one time C) two times D) three or more times

2. Have you lost any classroom privileges due to an angry outburst this past week, if so, how many? A) none B) one C) two D) three or more

It is very important to have program evaluation and outcome-driven programming in professional counseling. A benefit of program evaluation would be that a counselor has to be accountable for what he or she has done and how it was executed. There is also the ethical component to program evaluation. The counselor would possibly be more apt to do things appropriately and follow all the ethical and legalities put in place if the counselor knew there would be a program evaluation at the end. It is really about checks and balances. I think we all need to be accountable for what we do. The outcome-driven programming is a good thing to have in place as well but it takes a well-trained counselor to interpret and also make out the surveys, charts, assessments, etc. So the data gathered is honestly only as valid and good as the counselor that provides the data. So there are challenges in this area but it is an area that must exist. Outcome data is very important for validity of the group work and it also shows and verifies the worth of the counselor.

**Component #5**

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